



**YEAR 11
COURSES**

STUDENT ASSESSMENT HANDBOOK

2021

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Educational Excellence - High Expectations – Student Success

GLOSSARY OF KEY WORDS

HSC and Year 11 Courses

| | |
|---|---|
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions. |
| Analyse | Identify components and the relationship between them; draw out and relate implications. |
| Apply | Use, utilise or employ in a particular situation |
| Appreciate | Make a judgment about the value of |
| Assess | Make a judgment of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analyse/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning and quality to (analysis/evaluation) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgment based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

STUDENT ASSESSMENT HANDBOOK

YEAR 11 COURSES 2021

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WOLLUMBIN HIGH SCHOOL
Year 11 LINES 2021

You should use this list and the Course Assessment Schedules (pages 16-29) to complete the Assessment Timetable for the courses you are studying.

You may find these codes useful.

| LINE | CODE | COURSE |
|---------------------|-------------|-----------------------------|
| 1 | DAT | Design & Technology |
| | MUS | Music |
| | PDH | PDHPE |
| 2 | EST | English Standard |
| | EAD | English Advanced |
| | ESD | English Studies |
| 3 | BUS | Business Studies |
| | CHE | Chemistry |
| | GEO | Geography |
| 4 | MST | Mathematics Standard |
| | MAD | Mathematics Advanced |
| | ENT | Entertainment |
| 5 | BIO | Biology |
| | CAFS | Community & Family Studies |
| | DRM | Drama |
| | HOS | Hospitality VET |
| 6 | LEG | Legal Studies |
| | SLR | Sport, Leisure & Recreation |
| | VA | Visual Art |
| OFF LINE | MX1 | Mathematics Extension 1 |
| | EX1 | English Extension 1 |
| | DED | Distance Education |

Note: TAFE and Distance Education provide their own advice to students on assessment. You should also include this information in the Assessment Timetable.

YEAR11 COURSE ASSESSMENT TIMETABLE 2021

| Week | Term One | Week | Term Two | Week | Term Three |
|------|---|------|---|------|---|
| 1A | | 1A | | 1A | |
| 2B | | 2B | VA-1 | 2B | EX1-2 GEO-2 |
| 3A | | 3A | | 3A | PDH-2 |
| 4B | | 4B | SLR-1 HOS TQ-3 | 4B | HOS TQ-4 |
| 5A | | 5A | BIO-2 EX1-1 | 5A | CAFS-2 SLR-2 |
| 6B | HOS TQ-1 | 6B | | 6B | HOS- E5 |
| 7A | MAD-1 GEO-1 | 7A | MX1-2 LEG-2 | 7A | VA-2 SLR-3 BUS-2 |
| 8B | CAFS-1 BIO-1 | 8B | MAD-2 CHEM-2 | 8B | Assessment Free |
| 9A | ESD-1 EST-1 EAD-1 LEG-1 MST-1 MX1-1 | 9A | ESD-2 EST-2 EAD-2 MST-2 MUS-2 | 9A | <u>FINAL EXAMS</u> |
| 10B | PDH-1 MUS-1 BUS-1 DAT-1 DRM-1 CHEM-1 HOS TQ-2 | 10B | DRM-2 DAT-2 | 10B | <u>FINAL EXAMS</u> Mon & Tues if needed |

**Complete your personal guide below:
YEAR 11 COURSE ASSESSMENT TIMETABLE 2021**

| Week | Term One | Week | Term Two | Week | Term Three |
|-------------|-----------------|-------------|-----------------|-------------|--|
| 1A | | 1A | | 1A | |
| 2B | | 2B | | 2B | |
| 3A | | 3A | | 3A | |
| 4B | | 4B | | 4B | |
| 5A | | 5A | | 5A | |
| 6B | | 6B | | 6B | |
| 7A | | 7A | | 7A | |
| 8B | | 8B | | 8B | Assessment Free Period |
| 9A | | 9A | | 9A | <u>FINAL EXAMS</u> |
| 10B | | 10B | | 10B | <u>FINAL EXAMS</u> Mon & Tues if needed |

WOLLUMBIN HIGH SCHOOL
ASSESSMENT POLICIES AND PROCEDURES
Year 11 Courses 2021
Student and Parent Information

When you receive and sign for your copy of this Higher School Certificate Course Assessment Policy, ensure that you understand what is required of you to successfully complete the course. Read the information carefully and if you are unsure about any aspect of the program, contact your class teacher, appropriate Head Teacher, Year Adviser or the Careers Adviser. **It is essential that you are aware of your rights and responsibilities.**

1. COMPLETING THE HSC

1.1 Pattern of Study.

Higher School Certificate (HSC)

If you wish to successfully complete the Higher School Certificate Course requirements your studies must include:

- a minimum of 12 units of Year 11 courses and a minimum of 10 units of HSC courses;
- at least 6 units of Board Developed Courses including at least 2 units of a Board Developed Course in English;
- at least three courses of 2 units value or greater;
- at least four subjects;
- at most 6 units of courses in Science can contribute to Higher School Certificate eligibility;
- completed practical, oral or project works that are required for specific courses and the assessment requirements for each course;
- sitting for, and making a serious attempt at, the Higher School Certificate examinations.

Note: For most HSC courses you must have satisfactorily completed the Year 11 course in order to undertake the HSC Course. For example you must have satisfactorily completed Year 11 Biology to undertake HSC Biology. To undertake an Extension 1 course you must be undertaking (or have completed) the appropriate 2 unit course. To undertake an Extension 2 course you must be undertaking (or have completed) the appropriate Extension 1 course.

The RoSA

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12.

The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 results. It also records participation in any uncompleted Year 11 or Year 12 courses, minimum standard literacy and numeracy test results, and the date of leaving school.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA will also be available to students who have not demonstrated the HSC minimum standard to receive the HSC credential.

While the RoSA credential is for school leavers, all Years 10, 11 and 12 students are able to access and print a Student eRecord via their NESA Students Online account. The eRecord is not a formal NESA credential, but has the same information as a RoSA. The Student eRecord is also available to schools via Schools Online.

For further information refer to the links in Attachment 3: RoSA implementation support.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- complied with the requirements of the Education Act.

RoSA grades and reporting of student achievement

The RoSA includes an A to E grade for all Year 10 and Year 11 courses the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work
- submitted to NESA in Term 4
- monitored by NESA for fairness and consistency.

NESA provides schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

Vocational Educational and Training (VET) and Life Skills courses are reported differently to graded courses.

VET

- Students who have undertaken a VET course as part of their RoSA will be issued with vocational documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification.
- Students who successfully complete all requirements of an AQF VET qualification will receive a certificate and an accompanying Transcript of Competencies Achieved.
- Students who achieve partial completion of an AQF VET qualification will receive a Statement of Attainment which lists all units of competency achieved towards the qualification.
- NESA distributes AQF VET qualifications on behalf of school system Registered Training Organisations (RTO).

Life Skills

- For every successfully completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA.
- The Profile of Student Achievement lists all the Life Skills syllabus outcomes achieved by the student in each Life Skills course completed. NESA prints and issues the profile to school leavers along with their RoSA.
- Where students satisfactorily complete a Life Skills course, the course is listed on the RoSA with the annotation *Refer to Profile of Student Achievement*.

Students ineligible for a RoSA

- Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.
- The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

Requesting a RoSA or Transcript of Study

- School requests for a RoSA credential or Transcript of Study must be placed with NESA before a student signs out of school. Schools should enter all relevant data before applying.

- Schools request a RoSA or Transcript of Study through the enrolments section in Schools Online. NESAs will send a PDF of the RoSA or Transcript of Study to the student's Students Online account, usually within 48 hours of the request.
- Students cannot directly request a RoSA or Transcript of Study themselves.

Australian Tertiary Admission Rank (ATAR)

To be eligible for an Australian Tertiary Admissions Rank (ATAR), a student must complete at least ten units of Board Developed Courses including at least two units of English in year 12. The Board Developed Courses must include at least three courses of two units or greater, and at least four subjects.

The ATAR will be based on an aggregate of scaled marks in ten units of Board Developed Courses comprising:

- the best two units of English;
- the best eight units from the remaining units (with no more than two units of Category B courses to be included).

You should check your eligibility for a HSC (and ATAR if appropriate). Contact the Careers Adviser for assistance.

Wollumbin High School strongly recommends that students retain 12 units of study for the Higher School Certificate

1.2 Year 11 Courses.

Year 11 courses must be satisfactorily completed before proceeding to Higher School Certificate Courses. Year 11 course work is assumed knowledge for entry to the Higher School Certificate although it is not directly examined at the Higher School Certificate.

1.3 Course Completion Criteria (Satisfactory Completion) of Year 11 Courses.

A student will be considered to have satisfactorily completed a HSC Course if, in the Principal's view, there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by NESAs;
- **applied themselves with diligence and sustained effort** to the set tasks and experiences provided in the course by the school;
- **achieved** some or all of the course outcomes.

This means you must have:

1. a satisfactory record of attendance;
2. completed the requirements of the course as specified by the syllabus and subject manuals;
3. made a serious attempt at assessment tasks;
4. made a serious attempt at all examinations set as part of the assessment program;
5. participated in a genuine way in the whole range of learning experiences provided by the school.

1.4 A Satisfactory Record of Attendance.

To achieve a satisfactory record of attendance you must have a pattern of attendance, which shows that you are making a genuine effort. You cannot regularly take time off and expect to satisfactorily complete the Year 11 Courses.

A student who has missed in excess of 15% of the available school days is not likely to have achieved the course outcomes and therefore would not be considered to have satisfactorily completed Year 11 Course outcomes.

Leave during term time should be avoided. Any application for student leave during school terms must be made well in advance to the Principal. Leave will only be granted provided the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Students with significant long term illnesses/injuries. If a student has a significant illness or injury which affects their attendance and/or participation on a long term basis they need to seriously consider the impact of their

health on their studies and vice versa. Options available may include part time enrolment (accumulating their HSC over a number of years) or study by distance education. Students should discuss the matter with the Year Adviser, or the Principal.

1.5 Where to Obtain Advice.

The Year Adviser, Careers Adviser, Head Teacher or Course Teacher of the course concerned can all provide assistance if required.

1.6 Post-Compulsory Age Students

Wollumbin High School expects students in year 11 to be serious about their senior studies. Should senior student demonstrate unsatisfactory participation in learning e.g. documented pattern of non-satisfactory completion, (which can include poor attendance) non serious attempts to meet course objectives and/or non-compliance with NESAs requirements then, in accordance with Department of Education guidelines, procedures will be followed which could lead to expulsion from Wollumbin High School.

1.7 HSC All My Own Work.

All Year 11 students are required to complete *HSC All My Own Work*. This will be organised by the school. You will not be able to complete your Year 11 or HSC courses if this requirement is not met.

2. YEAR 11 COURSE ASSESSMENT

2.1 Assessment Criteria.

Your Year 11 Course assessment will be based on your performance in a range of assessment tasks. Schools are required by the NESAs to set tasks which will be used to measure your performance in all components of a course, not just those which can be measured by examination. This means that you may be assessed on field work, laboratory work, research skills, extended essays, oral work, assignments and examinations.

The individual components of a course have weightings specified by NESAs. These weightings form the basis of the assessment programs adopted by Wollumbin High School.

2.2 Assessment Program.

Year 11 courses begin in Term 1, and will continue until the end of Term 3. Specific details for individual course assessment are provided in the **Course Assessment Components** section of this handbook (pages 17-29).

When absent from school, students are required to check with their teachers to find out if an assessment task or information related to an assessment task has been handed out. It is not a valid excuse to plead ignorance of assessment responsibility due to absence from class.

The assessment times specified in this manual are a guide only. Wollumbin High School reserves the right to amend the assessment schedule where necessary. Students will be given adequate notice of any changes. Planning and adjustment of assessment dates are done to ensure that no advantage or disadvantage to a student will occur.

Students should know the exact date and nature of an assessment task at least **two weeks** before the task is due. Students will be provided with all of the information necessary to prepare for and complete the task with reasonable confidence.

Teachers of each course will inform students of the exact dates for each task. Students are strongly advised to record the assessment tasks in their personal planner as soon as they are given out. When an unforeseen event such as a regional sporting event or other representative role conflicts with an assessment date, an alternative assessment date will be negotiated with student. This must be done prior to the due date of the task. It is the student's responsibility to inform their teacher of any assessment date conflicts.

2.3 Assessment Cover Sheets

All assessment Tasks are to be submitted with an Assessment Cover Sheet. The cover sheet for each assessment task will be given to you by your teacher. The assessment cover sheet contains information on the task, marking scales and expected levels of achievement. You are required to sign and date the cover sheet when you submit the task certifying that it is your own work.

2.4 VET Course Assessment

Assessment in VET courses is competency-based. Competencies are assessed in a work like setting or in the workplace by a qualified assessor (usually your teacher). Different students will be ready for assessment at different times so it is not possible to set definitive assessment schedules as is done in other courses. Your teacher will give you as much notice as possible of upcoming assessment processes and times. More detail will be provided by your teacher.

Note that because VET Curriculum Framework courses have an optional HSC Examination, for which teachers have to provide an estimated mark to the NESA, you will be undertaking a mandatory final exam in any school-delivered VET Curriculum Framework course.

For VET Courses which include a compulsory work placement, students must complete the work placement to meet the NESA requirements for "Satisfactory Completion". The mandatory work placement requirement has been cancelled by NESA in 2020.

2.5 Take Home Assessment Tasks

All tasks are to be submitted by 11:59pm on the due date. This is **YOUR** responsibility. If for some reason you are unable to attend school activities on the day a task is due, you must make arrangements to have the task arrive at the school on the due date and time.

If you submit a task on time which scores zero (0) because it is an unsatisfactory attempt, you are required to resubmit the task at a satisfactory level to ensure you meet "satisfactory completion" requirements.

Extension of Time

Extensions of time will not be automatically granted to students. Extension will only be granted if written application is made to the Careers Adviser prior to the due date, giving a valid reason for the request which can be substantiated and verified. Use the Special Circumstance Application form available from the Careers Adviser, a copy of which is on page 14. In the case of exceptional circumstances or unexpected illness, application may be made after the due date but **must include evidence such as a medical certificate.**

Late Submission of Take Home Assessment Tasks.

Where a take home assessment task is not presented on the due date and no extension has been granted, the task will be awarded a zero (0). If you are absent from school on the due date you will be required to present documented evidence (for cases of illness a medical certificate stating the illness is required) to your teacher. If the absence is not substantiated then a zero (0) will be awarded.

Students are required, even if the task is late, to submit a genuine attempt so that they may meet the NESA requirements for "Satisfactory Completion".

Plagiarism

The work submitted must be YOUR OWN! For this reason you may be asked to discuss the task on a regular basis with your teacher or to submit stages or drafts before handing in the final copy.

Material used or quoted to support your assignment must be referenced and acknowledge in a bibliography (see page 15 for an example).

Plagiarism is the direct use of material from a published document or text without acknowledging the source. This includes passages from books, magazines, and the Internet and essays/assessment tasks of other students.

PLAGIARISM IS CHEATING

Do not plagiarise. It will not be tolerated.

When researching tasks students must keep in mind that if they plagiarise they will receive zero (0) for that complete task!

2.6 In School Assessment Tasks (including Exams).

1. These may take the form of a written test, class essay, practical work, field work, oral presentation, skills test, topic test, examination, etc.



2. When assessing oral tasks, only information presented during the specified time frame will be marked. A bell indicates when the time has expired. Any additional information presented will not count.
3. Like take home tasks, if you are unable to sit for an assessment task or exam you must make prior written application using the Special Circumstances Application on page 14, giving a valid reason for the request which can be substantiated and verified, to the Careers Adviser. **Leave will not be automatically granted simply because an application has been made.**

In case of unexpected illness or exceptional circumstances, application for leave may be made to the Careers Adviser giving evidence of a valid reason which can be substantiated and verified, (for cases of illness a medical certificate is required). If approved it is **your responsibility** to arrange with your class teacher to do the assessment task as soon as possible after your return to school.

If leave is granted, you will be given either a substitute task, or, if the missed task is difficult to duplicate, the Principal (in consultation with the Senior Board of Review) will authorise the use of an estimate based on other appropriate evidence. It is the student's actual performance, not potential which is assessed.

If the absence is not substantiated a score of zero (0) will be awarded.

Students are required, even if as a result of this non-completion a mark of zero (0) is awarded, to undertake the task (or a substitute task) making a genuine attempt so that they may meet the NESA requirements for "Satisfactory Completion".

2.7 Attendance before an Assessment Task (including Exams)

So that no student may gain an unfair advantage all students are required to be in attendance on the school day before/lessons before an assessment task (including exams). Unauthorised or unsubstantiated absence will lead to a zero (0) being awarded.

Attendance before an Assessment Task (including exams)

Students must be in attendance the whole school day before the due date for submission/completion of an assessment task or from the lessons on the school day leading up to the time of an assessment task **including the commencement date of an exam period**. As an absence would allow a student to unfairly gain extra preparation time.

If such an absence occurs you will be required to present documented evidence. For cases of illness a medical certification stating the illness is required.

If the absence is not substantiated an automatic zero (0) will apply.

NOTE: This requirement also applies for:

- Whole school activities such as sports carnivals if the task is due on the next school day;
- Fridays if the task is due, or examinations commence, on the next Monday (or Tuesday following a long weekend).

Exam Rules

Students *must*:

- Attend the examination in full uniform or have a current note/pass signed by the Deputy Principal.

- Follow all directions of teachers in the examination room and within the proximity of the examination room before, during and after the examination.

Students *must not*:

1. Enter the examination room prior to the commencement of the examination unless otherwise instructed by the teacher in charge of the examination.
2. Take into the examination:
 - food and lollies of any description
 - a water bottle other than a *clear* bottle that only contains water
 - any books, notes or equipment other than that specified for a particular examination
 - pencil case of any description
 - paper
 - bags, hand bags, mobile phones, smart watches, iPods, iPads, MP3s or games of any kind.
3. Cheat or in any way behave dishonestly during the examination.
4. Behave in a manner likely to disturb the work of other candidates or upset the conduct of the examination.
5. Attend the examination under the influence of alcohol or illegal drugs.
6. Speak to any person other than a teacher or supervisor in the examination room.
7. Leave the examination prior to the expiry of the time set for the examination.

Failure to comply may result in:

1. Being refused entry into the examination room, or
2. Being asked to leave the examination room and additionally
 - a. having the paper cancelled or
 - b. a reduction in marks.

If you do not comply with these rules, your paper may be cancelled and you could lose all your marks.

In addition, a school punishment could be applied as such behaviour is not acceptable to the Wollumbin High School community.

2.8 Non-Discriminating Tasks.

If an assessment task does not sufficiently discriminate between students, a supplementary task may be set. Should this occur, a suitable date will be negotiated with the class.

2.9 Receipt and Submission of Tasks.

- You will be required to sign for the task when you receive it. All task advice will be given to you in writing. When you submit the task for marking you will also need to sign it in. Your teacher will have the necessary paperwork.
- If someone else is to collect a copy of your task due to exceptional circumstances, they must carry written authorisation from you, and will be required to sign in your place. It is your responsibility to ensure that you obtain the task from the authorised person.
- If someone else delivers your task, they will be required to sign it in on the due date. Their failure to hand in your task will be subject to the same conditions as non-submission of task outlined in the section 2.5 “Take Home Tasks”.

2.10 Students on Suspension

Students placed on suspension during assessment periods are still required to satisfy assessment procedures. Students on suspension will be permitted to enter the school for an “In School Assessment Task” (in school uniform) ten minutes prior to the commencement of the assessment task. On completion of the assessment task the student will be required to leave the school no more than ten minutes after the scheduled time of completion. In the case of take home assessment tasks the same conditions outlined in Section 2.5 “Take Home Tasks” applies. A suspended student not complying with the assessment task requirements may be deemed to have not satisfactorily completed the course.

2.11 Reporting

You will receive regular feedback on your progress through the teacher’s evaluation of the assessment task. Advice on ranking will be provided after each task and on the yearly report.

2.12 Loss of Booklet

You have signed to acknowledge that you have received this booklet. The loss of it is no excuse for non-completion of assessment tasks. The information contained in this booklet is of vital importance. Should you lose this booklet see the Deputy Principal.

2.13 Use of Technology

All work must be backed up. Lost work or a failure in technology is not an acceptable excuse for not presenting tasks by the due date.

All work submitted must use a font size of at least 12.

Copyright laws must be followed.

Sharing tasks will be deemed cheating.

3. STUDENT WARNINGS

3.1 Malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Types of malpractice in Year 11 /HSC assessment tasks may include, but are not limited to:

- Being in possession of unauthorised notes or electronic devices during a test or examination
- Using the words, ideas, designs or workmanship of others without acknowledgement
- Copying from another student
- Paying someone to write or prepare an assessment task
- Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students.

3.2 “N” Determinations (Non Completion)

If at any time it appears that a student is at risk of being given an ‘N’ (non-completion) Determination in any course, the Principal must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of ‘N’ Determination;

- advise the parent or guardian in writing if the student is under 18 years of age;
- request from the student/parent a written acknowledgment of the warning;
- issue at least one follow-up warning (if the student is still at risk of not meeting requirements);
- retain a copy of the warning notice and the relevant documentation.

3.3 Student Warnings

Your class teacher will closely monitor your progress and attendance in each course:

- Students who do not attend regularly, or who miss classes, cannot be making a serious effort. Such a student will be warned, in person and in writing.
- If you miss even one assessment task, or make a non-serious attempt, a written warning will be issued.
- If you are not making a serious attempt at non-assessment tasks or course work you are placing yourself in a situation where you will not be deemed to have satisfactorily completed the course, regardless of your performance in assessment tasks, and a written warning will be issued.

Records of interview, where formal warnings take place or letters sent home advising of missed work or poor attendance are kept as school records as required by NESAs.

3.4 Course Completion

Students must make a genuine attempt at assessment tasks. **You must also participate in a genuine way in the whole range of learning experiences provided by the school.**

Warning letters are issued to provide the student with the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion) Determination being made for a course.

3.5 Credentialing

Where a student receives an 'N' Determination in a course, that course will not appear on the student's Record of Achievement. Until a student presenting for a HSC has satisfactorily completed courses totalling at least 12 units of Year 11 courses and 10 units of HSC courses that satisfy the NESAs pattern of study requirements, the student will not be eligible to receive the award of the HSC.

3.6 Review

A student issued with an 'N' Determination may seek a review of that determination. Procedures and a time frame will be issued when the formal notification is issued to the student.

4. APPEALS AND REVIEWS

4.1 Appeal Procedure.

1. Students can only question the mark or rank procedure for an individual assessment task immediately after the return of that task. This concern must be discussed first with the class teacher and if still dissatisfied the student may then approach the Head Teacher for a final decision. Where students can demonstrate that there is a clerical error in allocation of marks they have the right to have their mark and rank amended accordingly.

2. Students who wish to make an appeal against their Year 11 course determination should seek advice from the Careers Adviser who will organise support for the student to present a written appeal. An appeal can only be made regarding procedure (e.g. Notice not given in writing) or computation or clerical error. An appeal may not be made regarding the teacher's professional judgment of the individual's work or performance in the assessment task.

Appeals must be made on the official Wollumbin High School assessment appeal application form available from the Careers Adviser.

4.2 Review Procedure.

The Wollumbin High School Senior Board of Review will consist of the Principal (or nominated replacement), Careers Adviser, and a neutral member of staff acceptable to both parties (student and Key Learning Area). The Senior Board of Review must be convened within five school days of receipt of the written appeal application.

The Senior Board of Review will interview both parties separately. As well the panel has the right to call for further information and to interview any relevant person. The Senior Board of Review will reach a decision, make directions and complete the "Outcome of Appeal" section of the student's appeal application.

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, **the decision of the Principal is final.**

5. RESPONSIBILITIES OF STUDENTS

1. **Complete all Tasks.** It is expected that you will complete all tasks, making a genuine effort with no sign of malpractice.
2. **Submit Tasks When Due.** It is your responsibility to be present for, or hand in, an Assessment Task on the day it is due.
3. **Attend the Day Before, Lessons Before Assessment.** It is your responsibility to be present at school the school day before and all lessons on the day, up until the task is due. A school excursion or activity is considered to be attendance. See Section 2.7
4. **Assessment Task Clashes.** It is your responsibility to let your teacher know if there is a clash, such as two tasks due on the same day or a compulsory excursion on the same day as an Assessment Task. If you feel that the situation is unfair you should see the Careers Adviser immediately.
5. **Absence from Tasks.** It is your responsibility to arrange for the handing in of a task or providing the necessary documentation (Doctors Certificate). Failure to do so will incur the appropriate penalty.
6. **NESA Requirements** .Familiarise yourself with the NESA requirements for the satisfactory completion of the course and for satisfactory attendance.
7. **Assessment Schedule.** Ensure that you have a copy of the Assessment Schedule for EACH course that you are studying and that you are aware of the course requirements.
8. **Wollumbin High School Assessment Policy.** Be aware of the assessment policy and procedures of Wollumbin High School as detailed in this booklet, and abide by them.
9. **Advice.** It is your responsibility to seek advice from the Careers Adviser if there is a problem which has not been resolved satisfactorily within a class or Key Learning Area.

To be fair to everyone, the rules have to be followed

6. UNDERSTANDING SPECIAL CIRCUMSTANCE APPEAL & REQUESTS FOR AN EXTENSION

All applications are to be applied to Mrs Standage (Careers Adviser)

Special Circumstances Appeal is:

- When you have missed an assessment task
- When you have missed an exam
- You were absent the day before an assessment task

| <u>Some Examples for a Special Circumstances Appeal</u> | <u>Evidence</u> |
|---|--|
| You are very ill | Medical Certificate only |
| A family member has passed away | Letter from Parent/Carer (or parent/carer phone call to Teacher/Head Teacher/Deputy Principal/Principal/Careers Adviser), Funeral Notice, Funeral Program (All 3 are needed) |
| A family member is ill and has been to the doctors or in hospital | Doctors/Hospital/Medical Certificate |
| Car has broken down or in an accident | NRMA/RACQ/Police Report Number |
| Flooded in | Phone call to school from a Parent/Carer |

A Request for an Extension is:

- When you have missed the handout of an assessment task as you have been absent due to extensive illness
- When you have missed the handout of an assessment task as you have been absent due to personal reasons (to be determined in consultation with the Principal)
- Anxiety and/or Stress
- Absent due to a school representative activity must be negotiate prior to the Task due date

| <u>Some Examples for a Request for an Extension</u> | <u>Evidence</u> |
|--|--|
| Prolonged Illness | Medical Certificate only |
| A family member has passed away and you need to travel for the funeral | Letter from Parent/Carer (or parent/carer phone call to Teacher/Head Teacher/Deputy Principal/Principal/Careers Adviser), Funeral Notice, Funeral Program (All 3 are needed) |
| Personal Reasons (to be determined in consultation with the Principal) | Doctors/Hospital/Medical Certificate/Letter from Parent/Carer or any other Documented evidence |
| Anxiety and/or Stress | Evidence from Head Teacher/Counsellor/Doctor |
| Acceptance to a School Representative Activity | Letter of Activity with dates on the letter |

Special Circumstances Application

1. Students use the application form on page 17.
2. The Careers Adviser, Head Teacher consider the application in consultation with the classroom teacher. The Principal will be consulted if further consideration is required.
3. The student will be notified within 2 school days.



7. STAGE 6 SPECIAL CIRCUMSTANCES APPLICATION

A separate application is required for each course / task

- Application due to illness, accident or misadventure
- Request for extension of time until / /
- Appeal in relation to the final assessment and/or course rank

Name:

Course..... Teacher:

Assessment Task Title: Date Due ... / ... / Date of Task Issue / /

Reasons for Application (state details to support your case or attach statement):
.....
.....

I have attached a **Medical Certificate:** Yes No

I have attached a **Supporting Statement/Additional Information:** Yes No

Signature of Student Date: ... / ... /

The Careers Adviser was notified of this appeal on / / Signature:

This appeal has been Approved / Denied.

Recommended Action:

Reason for decision:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty
- Extension of time denied
- Extension of time granted. New due date: / /

Signature of Head Teacher Date: ... / ... /

Signature of Careers Adviser Date: ... / ... /






Signature of Principal Date: ... / ... /

Administration: copy to student, teacher and student file.

If this appeal has been approved it is now your responsibility to make alternate arrangements with your classroom teachers.

8. HOW TO WRITE A BIBLIOGRAPHY

Whenever you write a research paper, always let the reader know where you found your information. This is called a *bibliography*. Follow the guidelines below and write a bibliography for your report.

| | |
|---|---|
| <p>Internet - When you get information from the internet, use the format in this example.</p> <p>Young, M.C. "Mrs. Young's Research Room." Online. 08 March 1999. Available http://www.geocities.com/EnchantedForest/Tower/6766/.</p> |  |
| <p>Book – Here is an example to use with a book.</p> <p>Hillyer, V.M. A <u>Child's History of the World</u>. New York: The Century Co., 1924</p> |  |
| <p>Encyclopaedia - The encyclopaedia format looks like this example</p> <p>"A.A. Milne." <u>The World Book Encyclopaedia</u>. 1997, 555.</p> |  <p>Reference</p> |
| <p>Magazine - When using information from a magazine use this format.</p> <p>McCraken, Harry. "Bandwidth on Demand</p> |  |
| <p>Newspaper - If you use a newspaper, use this format.</p> <p>Ussery, Peggy. "Salaries Will Be Reviewed" The Columbia County News Times [Columbia County, GA] June 1998: 1.</p> |  |

9. COURSE ASSESSMENT SCHEDULES

NOTE CAREFULLY

The following pages contain the assessment schedules for Year 11 Courses.

You should use the information on page 2 to complete your personal assessment guide on page 3.

Ignorance of the content of these schedules will not be accepted as a reason for failing to undertake / submit an assessment task.

| Course Name: Biology (BIO) | | | | |
|-----------------------------------|--------------------------------|--|--|---|
| Component (syllabus) | Weighting (syllabus) | Task 1 Term1 Week 8 Research and Model Task <i>Secondary sources + knowledge & understanding</i> | Task 2 Term 2 Week 5 Depth Study Presentation <i>(First hand data collection + aspects of a formal report)</i> | Task 3 Term 3 Week 9/10 Yearly Exam |
| Working Scientifically | 60% | 20 | 20 | 20 |
| Knowledge and Understanding | 40% | 10 | 10 | 20 |
| Total Marks | 100% | 30 | 30 | 40 |
| Outcomes Assessed | | BIO11/12-2, BIO11/12-3 BIO11/12-5, BIO11/12-6 BIO11/12-7, BIO 11-8 | BIO11/12-1 & 2 BIO11/12-4 to BIO11/12-6, BIO11/12-7, BIO11-9 | BIO11/12-1 to BIO11/12-7, BIO11-8, BIO11-9, BIO11-10 BIO11-11 |

| Course Name: Business Studies (BUS) | | | | |
|---|---------------------------------|--|--|--|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term1 Week10 Case Study Research Task | Task 2 Term 3 Week 7 Small Business Plan Business Planning | Task 3 Term 3 Week 9/10 Yearly Exam |
| Knowledge and understanding of course content | 40% | 5 | 15 | 20 |
| Stimulus-based skills | 20% | 10 | | 10 |
| Inquiry and research | 20% | 10 | 10 | |
| Communication of business information, ideas and issues in | 20% | | 10 | 10 |
| Total Marks | 100% | 25 | 35 | 40 |
| Outcomes Assessed | | P1, P2, P6, P7, P8 | P3, P4, P5, P9, P10 | P4, P5, P8, P9, P10 |

| Course Name: Chemistry (CHE) | | | | |
|-------------------------------------|---------------------------------|---|---|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term1 Week10 Depth Study | Task 2 Term 2 Week8 Depth Study Research Practical Task | Task 3 Term 3 Week 9/10 Yearly Exam |
| Working Scientifically | 60 | 15 | 25 | 20 |
| Knowledge & Understanding | 40 | 10 | 10 | 20 |
| Total Marks | 100% | 25 | 35 | 40 |
| Outcomes Assessed | | CH 11/12-1, CH 11/12-4, CH 11/12-7, CH 11/12-8 | CH 11/12-1, CH 11/12-2, CH 11/12-3, CH 11/12-4, CH 11/12-7 | CH 11/12-1 to CH-11 inclusive |

| Course Name: Community and Family Studies (CAF) | | | | |
|--|---------------------------------|--|--|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 8 Video Analysis | Task 2 Term 3 Week 5 Report | Task 3 Term 3 Week 9/10 Yearly Exam |
| Knowledge and understanding of course | 40% | 10 | 10 | 20 |
| Skills in critical thinking, research methodology, | 60% | 15 | 25 | 20 |
| Total Marks | 100% | 25 | 35 | 40 |
| Outcomes Assessed | | P1.2, P 2.2, P2.4, P5.1, P6.1 | P1.2, P2.1, P2.3, P4.1, P4.2, P6.2 | P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2 |

| Course Name: Design and Technology (DAT) | | | | |
|---|--------------------------------|---|--|--|
| Component (syllabus) | Weighting (syllabus) | Task 1 Term 1 Week 10 Individual Project | Task 2 Term 2 Week 10 Collaborative Group Project | Task 3 Term 3 Week 9/10 Yearly Exam |
| Knowledge and understanding of course content | 40% | 10 | 10 | 20 |
| Knowledge and skills in designing, managing, producing and evaluating design projects | 60% | 25 | 25 | 10 |
| Total Marks | 100% | 35 | 35 | 30 |
| Outcomes Assessed | | P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2 | P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2 | P1.1, P2.2, P5.1, P5.2, P5.3, P6.1 |

| Course Name: Drama (DRM) | | | | |
|---------------------------------|---------------------------------|---|--|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 10 Theatrical Traditions Portfolio | Task 2 Term 2 Week 10 Approaches to Theatre Making Project & Logbook | Task 3 Term 3 Weeks 9/10 Yearly Exam & Individual Performance |
| Making | 40% | 20 | 20 | |
| Performing | 30% | 20 | 10 | |
| Critically Studying | 30% | | | 30 |
| Total Marks | 100% | 40 | 30 | 30 |
| Outcomes Assessed | | P1.1, P1.2, P1.3, P1.5 | P1.4, P1.6, P2.1, P2.3, P2.4 | P3.1, P3.2, P3.3 |

| Course Name: English Studies (ESD) | | | | |
|--|---------------------------------|--|---|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 9 Mandatory Module: Achieving through English Portfolio | Task 2 Term 2 Week 9 Multimodal Presentation | Task 3 Term 3 Weeks 9/10 Yearly Exam |
| Knowledge and understanding of course content. | 50% | 20 | 15 | 15 |
| Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively. | 50% | 20 | 15 | 15 |
| Total Marks | 100% | 40 | 30 | 30 |
| Outcomes Assessed | | ES11-1, ES11-4, ES11-5, E11-6, ES11-10 | ES11-1, ES11-3, ES11-4, ES11-6, ES11-8 | ES11-1, ES11-2, ES11-5, ES11-7, ES11-9 |

| Course Name: English Standard (EST) | | | | |
|--|---------------------------------|---|---|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 9 Portfolio | Task 2 Term 2 Week 9 Multimodal Presentation Contemporary Possibilities | Task 3 Term 3 Weeks 9/10 Yearly Exam |
| Knowledge and understanding of course content | 50% | 15 | 20 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% | 15 | 20 | 15 |
| Total Marks | 100% | 30 | 40 | 30 |
| Outcomes Assessed | | EN11-3, EN11-5, EN11-9 | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7 | EN11-1, EN11-3, EN11-5, EN11-6, EN11-8 |

| Course Name: English Advanced (EAD) | | | | |
|--|---------------------------------|---|--|--|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 9 Portfolio | Task 2 Term 2 Week 9 Narratives that Shape our World Multimodal Presentation | Task 3 Term 3 Weeks 9/10 Yearly Exam Critical Response |
| Knowledge and understanding of course content | 50% | 20 | 15 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50% | 20 | 15 | 15 |
| Total Marks | 100% | 40 | 30 | 30 |
| Outcomes Assessed | | EA11-3, EA11-5, EA11-9 | EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9 | EA11-1, EA11-3, EA11-5, EA11-6, EA11-8 |

| Course Name: English Extension (EX1) | | | | |
|--|---------------------------------|---|---|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 2 Week 5 Portfolio | Task 2 Term 3 Week 2 Multimodal Presentation | Task 3 Term 3 Weeks 9/10 Yearly Exam |
| Knowledge and understanding of texts and why they are valued | 50% | 15 | 20 | 15 |
| Skills in complex analysis, composition and investigation | 50% | 15 | 20 | 15 |
| Total Marks | 100% | 30 | 40 | 30 |
| Outcomes Assessed | | EE11-2, EE11-3, EE11-6 | EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 |

| Course Name: Geography (GEO) | | | | |
|--|---------------------------------|---|---|--|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term1 Week7 Biophysical Interactions | Task 2 Term 3 Week 2 Senior Geography Project | Task 3 Term 3 Week 9/10 Yearly Exam |
| Knowledge and understanding of course content | 40% | 10 | 10 | 20 |
| Geographical tools and skills | 20% | 5 | 10 | 5 |
| Geographical inquiry and research, including fieldwork | 20% | 5 | 10 | 5 |
| Communication of geographical information, ideas and issues in appropriate forms | 20% | | 10 | 10 |
| Total Marks | 100% | 20 | 40 | 40 |
| Outcomes Assessed | | P1, P2, P3, P7, P8 | P7, P8, P9, P10, P11, P12 | P1, P3, P4, P5, P6, P12 |

| Course Name: Legal Studies (LEG) | | | | |
|---|---------------------------------|---|--|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 9 Research Task The Legal System | Task 2 Term 2 Week 7 Case Study The Individual and the Law | Task 3 Term 3 Week 9/10 Yearly Examination |
| Knowledge and understanding of course content | 40% | 10 | 10 | 20 |
| Analysis and evaluation | 20% | | 10 | 10 |
| Inquiry and research | 20% | 10 | 10 | |
| Communication of legal information, ideas and issues in appropriate forms | 20% | 10 | 10 | |
| Total Marks | 100% | 30 | 40 | 30 |
| Outcomes Assessed | | P1, P2, P3, P4 | P5, P6, P7, P8 | P1, P2, P9, P10 |

| Course Name: Mathematics Standard (MST) | | | | |
|--|---------------------------------|---|---|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1, Week 9 Topic test Topic M1 & M2 | Task 2 Term 2 Week 9 Assignment / Investigation Topic S1 | Task 3 Term 3 Weeks 9/10 Yearly Exam Topics All Topics |
| Understanding, Fluency and Communicating | 50% | 15 | 15 | 20 |
| Problem Solving, Reasoning and Justification | 50% | 15 | 15 | 20 |
| Total Marks | 100% | 30 | 30 | 40 |
| Outcomes Assessed | | MS11-3, MS11-4 MS11-9, MS11-10 | MS11-2, MS11-7 MS11-9, MS11-10 | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6 MS11-7, MS11-8, MS11-9, MS11-10 |

| Course Name: Mathematics (MAD) | | | | |
|---------------------------------------|---------------------------------|---|--|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 7 Class Test Topic: F1 | Task 2 Term 2 Week 8 Assignment/Investigation Topics: C1 | Task 3 Term 3 Weeks 9/10 Yearly Exam Topics All Topics |
| Concepts, Skills and Techniques | 50% | 20 | 10 | 20 |
| Reasoning and Communication | 50% | 15 | 15 | 20 |
| Total Marks | 100% | 35 | 25 | 40 |
| Outcomes Assessed | | MA11-1, MA11-2 MA11-8, MA11-9 | MA11-1, MA11-5, MA11-8 MA11-9 | MA11-1, MA11-2, MA11-3 MA11-4, MA11-5, MA11-6MA11-7,MA11-8, MA11-9 |

| Course Name: Mathematics Extension 1 (MX1) | | | | |
|---|---------------------------------|---|--|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 9 Assignment / Investigation Topic: F1 | Task 2 Term 2 Week 7 Class Test Topics: F2, T1, T2 | Task 3 Term 3 Weeks 9/10 Yearly Exam Topics: F1, F2, T1, T2, C1, A1 |
| Concepts, Skills and Techniques | 50% | 12 | 18 | 20 |
| Reasoning and Communication | 50% | 13 | 17 | 20 |
| Total Marks | 100% | 25 | 35 | 40 |
| Outcomes Assessed | | ME11-1, ME11-2, ME11-6, ME11-7 | PE1, PE2, PE6 | ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7 |

| Course Name: Music 1 | | | | |
|---------------------------------|---------------------------------|---|---|---|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 1 Week 10 Ensemble Performance | Task 2 Term 2 Week 9 Musicology and Take-Home Exam. | Task 3 Term 3 Week 9/10 Yearly Examination |
| Performance | 25% | 5 | | 20 |
| Musicology | 25% | | 25 | |
| Composition | 25% | 25 | | |
| Aural | 25% | | 10 | 15 |
| Total Marks | 100% | 30 | 35 | 35 |
| Outcomes Assessed | | P3, P7, P8, (P5) | P2, P4, P6, P10, (P5, P11) | P1, P2, P4, P6, P9, P10, (P5, P11) |

| Course Name: Personal Development, Health and Physical Education (PDH) | | | | |
|---|---------------------------------|---|---------------------------------------|----------------------------------|
| Components (syllabus) | Weightings (syllabus) | Task 1 T1Wk10 Body In Motion | Task 2 T3 Wk 3 First Aid | Task 3 T3 Wk 9/10 EXAM |
| Knowledge and understanding of course content | 40% | 15 | 10 | 15 |
| Skills in critical thinking, research, analysing and communicating | 60% | 20 | 15 | 25 |
| Marks | 100% | 35 | 25 | 40 |
| Outcomes Assessed | | P7, P8, P11, P17 | P5, P6, P12 | P1-13, P15-17 |

| Course Name: Sport, Lifestyle and Recreation (SLR) | | | | |
|---|---------------------------------|---|---|--|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 2 Week 4 Attacking Move Design | Task 2 Term 3 Week 5 Accreditation | Task 3 Ongoing Term3 Week7 Practical skills |
| Knowledge & Understanding | 50% | 15 | 15 | 20 |
| Skills | 50% | 5 | 5 | 40 |
| Marks | 100% | 20 | 20 | 60 |
| Outcomes Assessed | | P1.1, 1.3, 2.1, 2.2, 3.1, 3.2, | P1.6, 2.1, 3.1, 4.1, 4.2, 4.5 | P1.1, 1.3, 3.1, 3.4, 4.2, 4.4 |

| Course Name: Visual Arts (VAR) | | | | |
|---------------------------------------|---------------------------------|--|--|--|
| Components (syllabus) | Weightings (syllabus) | Task 1 Term 2 Week 2 Body of Work & Writing Task | Task 2 Term 3 Week 7 Body of Work & Writing Task | Task 3 Term 3 Week 9/10 Yearly Exam |
| Art Making | 50% | 25 | 25 | |
| Critical and Historical | 50% | 10 | 15 | 25 |
| Total Marks | 100% | 35 | 40 | 25 |
| Outcomes Assessed | | P1, P2, P3, P4, P5, P 6 | P1, P2, P3, P4, P5,P 6 | P7, P8, P9, P 10 |

Tamworth RTO 90162

Course: Entertainment Industry Preliminary 2021 School Name: Wollumbin High School 2021/22

| Assessment Events for Statement of attainment towards CUA30415 – Certificate III in Live production and Services Preliminary course, 2021 | | | Event 4 To project and serve | WHITE CARD Work safely in the construction industry | Event Work Placement 1 | Event 5 Putting the I in Team | Event Preliminary Exam** | Event 3 Backstage to the future |
|---|--------------|---|---------------------------------|---|------------------------------|----------------------------------|-----------------------------|---------------------------------------|
| | | | Term 2 | Term 1 | Term - N/A | Term 3 | Term 3 | Term 4 |
| | | | Week 4 | Week 4 | Week - N/A | Week 6 | Week 9/10 | Week 10 |
| Cluster | Code | Unit of Competency | | | | | | |
| Cluster 4 To project and serve | SITXCCS303 | Provide service to customers | X | | | | X | |
| | CUASOU306 | Operate sound reinforcement systems | X | | | | X | |
| | CUAVSS302 | Operate vision systems | X | | | | X | |
| WHITECARD | CPCCOHS1001A | Work safely in the construction industry | | X | | | X | |
| Cluster 5 Putting the I in Team! | CUAPPR304 | Participate in collaborative creative projects | | | | X | X | |
| | BSBWOR301 | Organise personal work priorities | | | | X | X | |
| Cluster 3 Backstage to the future | CUASTA301 | Assist with production operations for live performances | | | | | | X |
| | CUASMT301 | Work effectively backstage during performances | | | | | | X |

Depending on the achievement of units of competency, the possible qualification outcome is a CUA30415 – Certificate III in Live production and Services or a Statement of Attainment towards a CUA30415 – Certificate III in Live production and Services

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

**NESA COURSE: Hospitality Food and Beverage Stream
SIT20316 Certificate II in Hospitality**

Preliminary 2021 Student Competency Assessment Schedule

| Assessment Events for Hospitality Food and Beverage Delivery Strategy A SIT20316 Certificate II Hospitality | | Topic quiz | Event No. 1 | Event No. 5 | Competency Assessment | Yearly Exam* |
|---|---|---|---------------------------------|---|--|-------------------------------------|
| | | Online | Café Culture | E-Portfolio check 1 | | |
| | | These quizzes combined with event assessments will determine outcome of units | Date: Week: 9 Term 3 2020 | Date: Week: 6 Term: 3 2020 | Date: Week: Ongoing Term: 3 2020 | Date: Week: 9/10 Term: 3 2020 |
| Code | Unit of Competency | | | | | |
| SITXWHS001 | Participate in safe work practices | Term 1 Wk 6 | ✓ | Portfolio check and feedback on student's skill and knowledge development | | |
| SITXFSA001 | Use hygienic practices for food safety | Term 1 Wk 10 | ✓ | | | |
| SITHFAB005 | Prepare and serve espresso coffee | Term 2 Wk 4 | ✓ | | | |
| SITHFAB007 | Serve food and beverage | Term 3 Wk 4 | | | | |
| SITHFAB004 | Prepare and serve non-alcoholic beverages | Term 3 Wk 10 | | | | |

The possible Preliminary outcome of the course is a Statement of Attainment towards a **SIT20316 Certificate II in Hospitality**. Assessments are competency based. Students' will need to be able to consistently apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

**NESA COURSE: Hospitality Food and Beverage
SIT20316 Certificate II in Hospitality**

HSC 2022

Student Competency Assessment Schedule

| Assessment Events for Hospitality Food and Beverage Delivery Strategy A SIT20316 Certificate II in Hospitality | | Topic quiz | Event No.2 | Event No. 3 | Event No. 4 | Event No. 5 | Work Placement TBC | Trial Exam |
|---|--|--|----------------------------------|----------------------------------|----------------------------------|---|-------------------------|-------------------------|
| | | Online | Working in Industry | Light Bites | Source & use | E- Portfolio Checks 2,3 &4 | | |
| | | These quizzes combined with event assessments will determine outcome of unit | Date: Week: Term 4 2020 | Date: Week: Term:1 2021 | Date: Week: Term:2 2021 | Term: 4 2020 Term: 1 2021 Term: 3 2021 | Date: Week: Term: | Date: Week: Term: |
| Code | Unit of Competency | | | | | | | |
| SITHFAB007 | Serve food and beverages | | ✓ | | | Portfolio checks and feedback on students skill and knowledge development ✓ | | |
| SITHFAB004 | Prepare and serve non-alcoholic beverages | | ✓ | | | | | |
| BSBWOR203 | Work effectively with others | Term 4 Wk 4 | ✓ | | | | | |
| SITHCOM002 | Show social and cultural understanding | | Assessed throughout course | | | | | |
| SITXCCS003 | Interact with customers | | | | | | | |
| SITHCCC006 | Prepare appetisers and salads | Term 1 Wk 2 | | ✓ | | ✓ | | |
| SITHCCC002 | Prepare and present simple dishes | Term 1 Wk 7 | | ✓ | | | | |
| SITHIND002 | Source and use information on the hospitality Industry | Term 2 Wk 6 | | | | ✓ | | |
| SITHCCC001 | Use food preparation equipment | Term 1 Wk 7 | | ✓ | | | | |
| SITHIND003 | Use hospitality skills effectively | | | | | | ✓ | |

Depending on the achievement of units of competency the possible qualification outcome is SIT20316 Certificate II in Hospitality or a Statement of Attainment towards SIT20316 Certificate II in Hospitality. Assessment components in this course are competency based. This means a course mark is not allocated.

10. VOCATIONAL EDUCATION

VET Curriculum Framework Courses

The courses within the VET Curriculum Framework are competency-based courses. You may also count one VET Curriculum Framework courses towards your UAI (provided it is your only Category B course – see Section 1.1 Pattern of Study) if you attempt the optional HSC Exam.

All school-delivered VET Curriculum Framework Courses will have an Exam in Year 11 and a half yearly exam and a trial HSC exam in the HSC year, which all students must attempt. This will allow teachers to submit an estimated mark to the NESA for use in the case of a successful *Illness or Misadventure* appeal.

Hospitality& Entertainment are the only Year 11 school-delivered VET Curriculum Framework Courses at Wollumbin High School in 2019.

Students may be undertaking a VET Curriculum Framework Course through TAFE or Distance Education. Separate advice on assessment will be provided to those students by the organisation delivering the course.

Competency-based Assessment

The NESA and the Vocational Education and Training Accreditation Board (VETAB) require that a competency-based approach to assessment be used and that a record be held by the Registered Training organization (RTO) of the competencies achieved.

In a competency-based course, assessment of competencies is criterion referenced. This means that a participant's performance is judged against a prescribed standard, not against the performance of other participants. Competency-based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

To achieve an AQF Certificate or Statement of Attainment, a student or worker must be **assessed as competent** according to the requirements set out in the national training package. The assessment must be conducted by a **qualified assessor** through the auspices of the RTO that is to issue the qualification.

Because different students may be ready to be assessed at different times it is not possible to publish definitive dates for assessment. Your teacher will advise you at the appropriate times.

Work Placement

Work Placement is a mandatory HSC requirement of each course within this framework and indicative hours have been assigned to the work placement requirement for each course. You **MUST** undertake the work placement to satisfactorily complete the course. This requirement has been cancelled by NESA for 2020.

Non-Framework VET Courses (TVET)

Students undertaking a course at TAFE will receive separate advice on assessment from TAFE.

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